DOCUMENT RESUME

ED 396 938 SE 058 604

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TITLE The New Teaching Elementary Science: Who's Afraid of Spiders? Second Edition.
REPORT NO ISBN-0-8077-3512-4
PUB DATE 96
NOTE 336p.
AVAILABLE FROM Teachers College Press, Teachers College, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Cooperative Learning; Educational Change; *Educational Strategies; Elementary Education; *Elementary School Science; Evaluation; Hands on Science; Science Activities; Science Programs; Student Attitudes; *Teacher Education; *Thinking Skills
IDENTIFIERS Alternative Assessment

ABSTRACT

The aim of this book is to provide a resource for classroom teachers to develop students' knowledge, attitudes, and skills that would prepare them to become more scientifically literate. By articulating a clear theoretical framework coupled with accessible teaching strategies, it is designed to help teachers who feel unprepared for and intimidated by teaching science to cross the bridge to more effective, more satisfying, and more joyful science teaching experiences. Chapters include: (1) "Teachers, Children, and Science: Theoretical Perspectives" which includes perspectives on science and sciencing, perspectives on children, perspectives on play, perspectives on teaching for thinking, and perspectives from the classroom; (2) "Organizing the Science Program" which includes children working in groups, preparing pupils for sciencing, gathering the materials, making room for sciencing, choosing the right approach to an elementary science program, teachers helping teachers, and evaluating pupil growth; (3) "Thinking and Decision Making in Science" which includes levels of thinking, freedom to choose, implications for the teacher, instructional strategies emphasizing thinking and decision making, learning teaching-for-thinking interactions, and choosing a way to teach science; (4) "60 Sciencing Activities"; and (5) "Journey into the Unknown". Appendix includes profiles of thinking-related behaviors. (JRH)

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